***CONSULTATION GUIDE AND TRANSCRIPTION TOOL***

*Crisis-affected Children ages 10-13*

*Ethiopia*

*Time needed: 1.5 hours*

***Presentation –*** *5-10 minutes*

***Introduction***

*·* ***Introduce*** *yourselves to the children (your names, where you work, and who is the facilitator and who is the note-taker).*

*·*  ***Explain to children****: “The facilitator will moderate discussions, and the note-taker will record what happens and what you say. You can always ask us questions, and you can stop your activity or participation whenever you like.”*

*·* ***Say****: “We’re here to learn more about what areas, needs are most important to children like you and understand why”*

*·* ***Say****: “Everyone’s participation is anonymous and confidential. This means we won’t ask for your names or the names of your parents. We will just include your ages and if you are a boy or girl. The information we collect today will be used in a report anonymously – no one will be able to tell who said what. Don’t be afraid to give your opinion, don’t be worried about sharing your thoughts. This is a safe environment and you can trust us.”*

*·* ***Say****: “We’re not here to judge, we’re here to listen to your opinions with an open mind, your opinions help us to better understand the real situation/ reality. Please be respectful of everyone who speaks, everyone is free to say what they want and no one is going to laugh at what others say too. Agreed?”*

***INSTRUCTIONS TO THE FACILITATOR:*** *Read this introduction aloud to the children and let them ask you questions if they need clarification. When asking questions, always allow at least one* ***30 seconds to one minute of silence*** *for any questions to come, feedback based on information provided.*

***Children’s consent to participate:***

***Say*** *“Your parents have agreed to your participation today, but I’d like to ask you: do you agree to take part in this discussion? Feel free to say no! It's okay if you prefer not to participate. And you can stop participating at any time: you can just tell me to stop and nothing will happen. You can also choose to participate in some activities but not participate in others: that's fine. If you prefer not to participate, you can stay or leave this room, feel free to do what makes you feel better.” After saying this, allow at least one* ***30 seconds to one minute of silence*** *for children to decide/ respond if needed.*

***INSTRUCTIONS TO FACILITATOR****: Ask each child to express their consent or to deny it. If a child does not consent to participate, they can leave the room or stay and observe the activity. Please do not tell children who do not want to participate that they must leave the room – children are free to decide whether to stay or go.*

***Do you give your consent to participate in this consultation?***

*Yes*

*No*

*Note here whether some children did not consent to participate:*

|  |
| --- |

***Start of the consultation and socio-demographic information –*** *8 minutes*

*Date of consultation: \_\_\_\_\_\_\_/\_\_\_\_\_/2025*

*[Region:] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*[Zone:] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*[Woreda:] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Organization name (organization of the facilitator): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Name of facilitator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Name of note taker: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Number of participants: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Gender of participants:*

*- Girls (number): \_\_\_\_\_\_\_\_*

*- Girls with disabilities (# an type of disability) \_\_\_\_\_*

*- Boys (number): \_\_\_\_\_\_\_\_*

*Boys with disabilities (number an type of disability) \_\_\_\_\_\_ \_\_\_\_*

*Age of participants:*

*- 10-13 years old (number): \_\_\_\_\_\_\_\_*

*[Children’s travel status in consultation]:*

*- [Displaced children] (number): \_\_\_\_\_\_\_\_*

*- [Host community children] (number): \_\_\_\_\_\_\_\_*

***Attendance list***

| ***#*** | ***Gender***  *F*  *M* | ***Age*** | ***Displacement status***  *IDP (I)*  *Host community (H)* | ***Grade/ school level*** | ***Child with a disability***  *Yes/ No* | ***Other***  *(Explain)* |
| --- | --- | --- | --- | --- | --- | --- |
| *1* |  |  |  |  |  |  |
| *2* |  |  |  |  |  |  |
| *3* |  |  |  |  |  |  |
| *4* |  |  |  |  |  |  |
| *5* |  |  |  |  |  |  |
| *6* |  |  |  |  |  |  |
| *7* |  |  |  |  |  |  |
| *8* |  |  |  |  |  |  |
| *9* |  |  |  |  |  |  |
| *10* |  |  |  |  |  |  |

***INSTRUCTIONS TO FACILITATOR****: Do not take names of children, only their age and other data as per above table. Do not take pictures of children.*

***Ground rules and icebreaker –*** *5-8 minutes*

*If there is participating child who is blind , remember her/him by name or touch gently when it is their turn to speak.*

***1. Agreement on ground rules***

***Objective:*** *To ensure that everyone is comfortable and ready to participate fully, with respect for others.*

***Facilitator: “****We will agree the rules to follow during the session, ok?”*

*Let the children speak and suggest rules such as the following (to be adapted):*

*· Everyone is free to say what they want to say.*

*· No one can make fun of others.*

*· Everyone’s turn to speak must be respected.*

*· We have to listen to what everyone has to say.*

***2. Icebreaker*** *- USE BELOW OR*  ***OR PICK ONE OF THE OTHER ICE BREAKERS SHARED***

***NOTE TO THE FACILITATOR:*** *The icebreaker below is just an example. Feel free to replace the ice-breaker suggested above with a local game or song that might be familiar to the facilitators or the children, including a game that the children can lead themselves. The goal is to put the children at ease and to get to know each other.*

***Catch the ball****: In a circle[1] , the children throw the ball to each other. The child who catches the ball says his own first name and that of the child who threw the ball. The child who caught the ball throws it back, and so on to complete the round table of all the children and the facilitators.*

*Note: if there is a child with disability, hand the ball to them as they might be challenged to pick or toss the ball*

*3.* ***Activity 1: “DOT VOTING” –*** *30-40 minutes*

***Focus:*** *[Sectoral priorities of children]*

***Objective:*** *[This activity aims to identify needs and priorities of children and rank them from most to least important/ prioritize]*

***Resources:*** *Colored sticky notes - 5 different colours, markers, paper, flipchart*

***Preparation: Decide which colour sticky notes will be used for voting by priority and write the number on each sticky note. For example: Pink will be priority #1 (top priority) so write a “1” on each pink sticky note. Orange will be priority #2 so write a “2” on each orange sticky note. Yellow will be priority #3 (do the same), blue will be priority #4, and purple will be priority #5. This will help the children remember which colour corresponds to which priority.***

***Description of the activity:***

*1. Give each child a piece of A4 paper, something to write with, and 5 sticky notes (1 of each colour)*

*2. Explain to the children that you would like to discuss with them the following question:* ***Say*** *“What are the most important things to you in your life? What do you need the most in your life to survive, feel safe, feel good, be happy? Please write down or think of about four or five things. Try really hard to have this many.”*

*If the child cannot write due to the education status or disability, arrange the facilitator or volunteer children to support*

***NOTES TO FACILITATOR:***

***3. After asking the questions, tell everyone they have 3-5 minutes to think and write on their A4 paper before sharing (in silence).***

*4. Ask children to share, and as they do, write their ideas on a flip chart, then write the 8-10 most common ones on one A4 paper and tape them up on the wall (use colored markers, write in big print). After you have added all of them to the wall, allow for one minute of silence for children to see all contributions.*

*5. At this time, the facilitator and note-taker can work together to separate all the contributions into two groups (take out and tape the two labels - have them ready beforehand). The lables are: “aid organizations* ***can support with****” and “aid organizations* ***cannot*** *provide.”* ***Say*** *“ for today’s activity, we will focus on this group- the group ‘aid organizations can support with.”*

***Say “let us take a look at this group only for now.”*** *Say outloud the major/most common contributions, in case children cannot read them themselves.*

*6. Say “we will now vote from these which are most important to us.” Then, explain directions to children for the voting exercise.* ***Give children*** *5 sticky colored notes, one of each colour.*

***Say****” I will give you a few colors” – each color means how important it is on your list. For example, [pink] is the most important, [orange] is the second most important, then [yellow], then [blue], then [purple]. If you think something is the first priority or the most important, you will get up and add [pink] color sticky note/dot next to it; if you think it is the second most important, you will put your [orange] color sticky note/dot next to it, and so on.*

*7. After explaining the directions once, ask a child to* ***volunteer to explain directions*** *to check for understanding. Correct any misunderstandings of the directions. There might be strong opinions from some children, so it is important to take a conflict-sensitive approach. You may also sometimes find that children copy their friends.* ***Say*** *to children that “it is ok to have a different answer from their friends.”*

*8. Continue with the voting exercise.* ***Say*** *“get up and add the [pink] dot next to your FIRST/ TOP priority. What you consider MOST important.*

*- The facilitator supports children with disabilities in prioritizing their priorities with the color code and posting. A volunteer child can be asked to next to them and support with the guidance of the facilitator.*

*9. After all children add their ranking,* ***Say*** *“what are some reasons you gave this the ranking you did” – why is it [first, second, etc]. You can give them a few minutes to share with someone next to them, and then ask children to share some responses with the whole group. Be sure to take good quality notes and capture* ***direct quotes from a few children per the table below. This means exactly what they say, not just summarizing.***

***10.*** *After they share reasons why,* ***Say*** *“what kind of activities they think aid organizations should do to provide this important service/ thing they mentioned.” Be sure to let them have time to think before collecting responses.*

*■ REMINDERS: Use your judgement and adapt if needed to make the discussion flow naturally, the goal is to collect information - including direct quotes - on what children need most and how organizations can help in providing such provisions.*

*A child with a disability may identify a special need or reasonable accommodation as a priority and this should be included in the priority list by its own category.*

*This should consider children with visual and physical impairments.*

NOTES TEMPLATE

|  | Ranking #1  [Pink] sticky note | Ranking #2  [Orange] sticky note | Ranking #3  [Yellow] sticky note | Ranking #4  [Blue] sticky note | Ranking #5  [Purple] sticky note |
| --- | --- | --- | --- | --- | --- |
| EXAMPLE  Priority area #1  Clean water | [add how many (number) gave this ranking #1]  Reasons children gave this the ranking they did:    *4 children*  *Reason children shared:*  *If they are thirsty, they can’t do anything else*  *They need water to use the bathroom/ toilets*  *“Organizations can help with making sure bathrooms care leaner and working near schools, we have some water to drink in the classrooms especially on days it’s getting very hot”*    *“Just like food, we need water every single day”* | [add how many (number) gave this ranking #2]    2 children    Add reasons they gave this ranking # 2    Add suggestions for how organizations can support this priority    Add direct quotes from children | [add how many (number) gave this ranking #3]    2 children    Add reasons they gave this ranking # 3    Add suggestions for how organizations can support this priority    Add direct quotes from children | [add how many (number) gave this ranking #4]    1 child    Add reasons they gave this ranking # 4    Add suggestions for how organizations can support this priority    Add direct quotes from children | [add how many (number) gave this ranking #5]    1 child    Add reasons they gave this ranking # 5    Add suggestions for how organizations can support this priority    Add direct quotes from children |
| Priority area #2  [add priority topic] | [add how many (number) gave this ranking #1]    Reasons children gave this the ranking they did:    Ideas children gave on what activities can be implemented related to this priority (what/ how):    Direct quotes from children: | [add how many (number) gave this ranking #2] | [add how many (number) gave this ranking #3] | [add how many (number) gave this ranking #4] | [add how many (number) gave this ranking #5] |
| Priority area #3  [add priority topic] | [add how many (number) gave this ranking #1]    Reasons children gave this the ranking they did:    Ideas children gave on what activities can be implemented related to this priority (what/ how):    Direct quotes from children: | [add how many (number) gave this ranking #2] | [add how many (number) gave this ranking #3] | [add how many (number) gave this ranking #4] | [add how many (number) gave this ranking #5] |
| Priority area #4  [add priority topic] | [add how many (number) gave this ranking #1]    Reasons children gave this the ranking they did:    Ideas children gave on what activities can be implemented related to this priority (what/ how):    Direct quotes from children: | [add how many (number) gave this ranking #2] | [add how many (number) gave this ranking #3] | [add how many (number) gave this ranking #4] | [add how many (number) gave this ranking #5] |
| Priority area # 5  [add priority topic] | [add how many (number) gave this ranking #1]    Reasons children gave this the ranking they did:    Ideas children gave on what activities can be implemented related to this priority (what/ how):    Direct quotes from children: | [add how many (number) gave this ranking #2] | [add how many (number) gave this ranking #3] | [add how many (number) gave this ranking #4] | [add how many (number) gave this ranking #5] |

**Activity 2. Evaluation of the session - 5 minutes**

Ask all children to sit in a circle[[1]](#footnote-0). Starting with one child and moving to the next child to the right, ask children to say 1 thing they liked today and/or 1 thing they did not like about the activity today.

The facilitator thanks everyone and explains that the results will be shared with them after about two months - before school starts again! - time and will be used to provide better programmes for children and make sure we are providing what children need and ask for. Remind/ share with children they can given feedback on this process/ experience, it can be positive or negative, and it won’t include their name or who said it. **Direct them to a feedback box to provide feedback AND that you (facilitator). The facilitator and note-take should stay after for 5-10 minutes after everyone leaves in case participants have anything they want to share one on one.**

**Add contributions from children:**

| **What the children liked today** | **What the children did NOT like today** |
| --- | --- |
|  |  |

1. Children with hearing impairments need access to a sign language translator. Since these children may not be familiar with official sign language and may also rely on lip reading, the translator should be positioned in front of the child in a well-lit area to facilitate effective communication. Additionally, it is important that the child is included within the circle and not separated from their peers, as this helps reduce feelings of exclusion.For children with hearing impairments, if they already have a familiar translator, it could be family member it is beneficial to prioritize their presence to enhance communication and help the children feel more at ease.The physical accessibility of the location must also be taken into account. [↑](#footnote-ref-0)